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# Macalester Today February 1991

Macalester College

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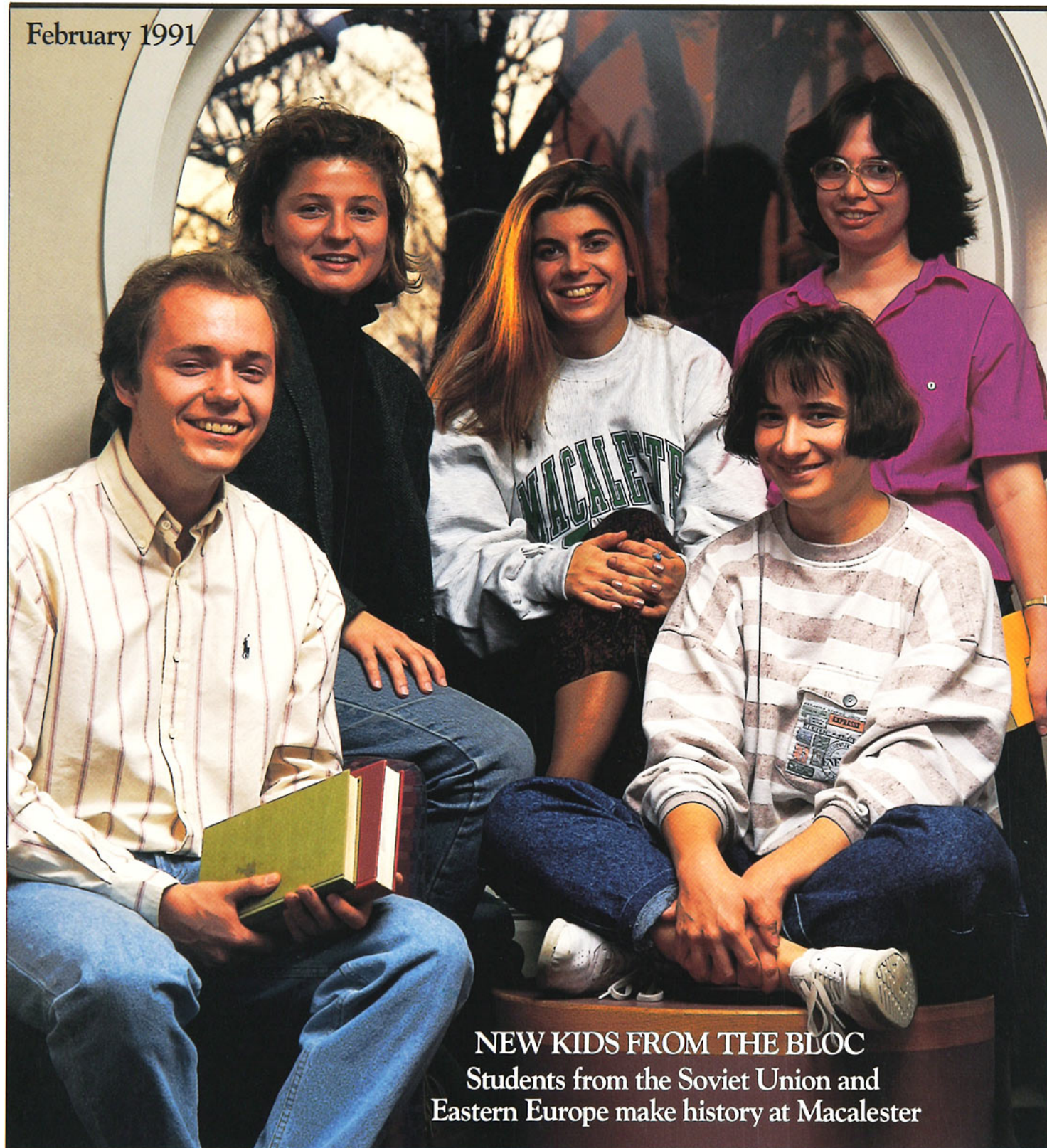
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# MACALESTER TODAY

February 1991



**NEW KIDS FROM THE BLOC**  
Students from the Soviet Union and  
Eastern Europe make history at Macalester



# LETTERS

*We welcome readers' opinions of recent articles. Please send letters intended for publication to Letters to the Editor, Macalester Today, Public Relations and Publications Department, Macalester College, 1600 Grand Ave., St. Paul, MN 55105-1899. We reserve the right to edit letters for conciseness and clarity.*

## Racism? A response

In response to Donald A. McCartin's ("Racism?") letter in the November issue, it is obvious he does not know my father-in-law, Earl Bowman Jr., very well. If he did he would know Earl would not call someone a racist unless he felt s/he really exhibited such behavior.

McCartin needs to come out of the bubble he has been in since 1947. Perhaps he should get in touch with Charlotte Sibley, profiled in the same issue, and become enlightened.

**Diane Granger Bowman '76**  
Houston, Texas

## No nonsense

Re: Donald A. McCartin '47: Racism is not nonsense. Unfortunately, those who have not had to endure it or don't recognize its subtle perpetuation are often the ones who try to negate it.

As a junior at Macalester in 1974, I received a "B" in a class. I clearly deserved an "A" based on the established guidelines for the class. Remedying the situation was far from easy. I made all the necessary consultations—with the professor, department chair and dean of students. The professor refused to change the grade. Both of the administrators saw the merit of my position, but stated they could not "force" the professor to change the grade. Lastly, I attempted to have the issue heard before the judiciary board. However, the members could never quite find the time to meet to take on an issue of this nature.

As I discussed the situation with other people, I found that no person of color had received an "A" from that professor, yet white students completing less work than I did received an "A." I have a white friend, from that very class, who can testify to the facts! Imagine how it felt to realize you had no recourse against

something so blatant, even though you were at good ol' Macalester?!

When I was a Macalester student, I was not a radical, nor was I paranoid. But I had experienced racism before and this particular incident was clearly another instance. Don't be fooled by someone (including an institutional philosophy) professing liberalism. The roots of racism cannot be dug out with passive words and deserves more consideration than terming it "nonsense"!

**Nancy E. Lee '76**  
Ithaca, N.Y.

## A desecration

Reading the newspaper every day can numb the senses with the reports of killings, maimings, rapes, hints of wars and all the rest. But the numbness was pierced in November with the news about the Thanksgiving Day desecration at Macalester [see article on page 2].

My father, Dr. Earl Spangler, taught at Macalester, and my mother, Virginia Spangler, was active in the Macalester "community," and there is where I grew up. We lived in the house on the corner, across the street from the old library, kitty-corner from Bigelow Hall; and later two blocks down Macalester Street.

Times change. It's just that Macalester was my second home and its students were my brothers and sisters; and I feel violated that they were subjected to such an affront. Yes, it's happened elsewhere, and it's always horrible, but this happened to my Macalester, to my "family."

I gathered from the newspaper account that it was probably people from outside

## Favorite profs

We plan an article for *Macalester Today* on the subject of "favorite professors" at Macalester, featuring both present and past faculty members.

If you wish to share your memories of a favorite professor, write: *Macalester Today*, Public Relations and Publications, Macalester College, 1600 Grand Ave., St. Paul, MN 55105-1899. Our FAX number is: (612) 696-6689. Or call Managing Editor Jon Halvorsen, (612) 696-6203.

the campus who committed this act. I can only pray that those people, someday, become aware that their souls are made of exactly the same stuff of which all our souls are made; and that what happens to one, happens to us all.

**Helen Spangler Weisflog '69**  
Colfax, Ind.

## Revolted by letter

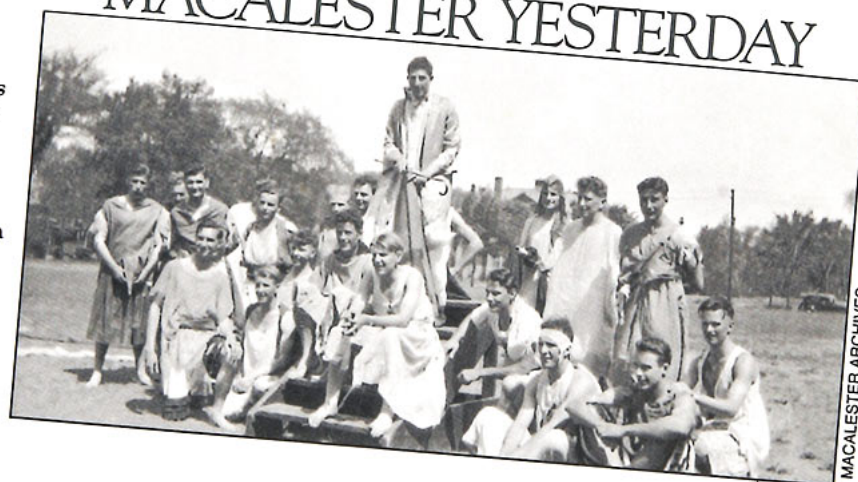
My beautiful wife, Lillian Forus Andersen, and I are Macalester alumni, classes 1928 and 1930. Both of us earned our master's degrees at Northwestern University in Evanston, Ill., and I earned my doctorate from the School of Music at the University of Minnesota.

Lillian was an English, drama and speech educator for 29 years—before, between and after the births of our now middle-aged children, all Macalester graduates. I was a music educator for 41 years—26 in the classroom and 15 as

*LETTERS continued on page 33*

## MACALESTER YESTERDAY

A toga party? A production of Shakespeare's *Julius Caesar*? Whatever's going on in this photo, it appears to have been taken at Shaw Field in the 1930s. If anyone can provide *Macalester Today* with the answer, it will be revealed in the next issue.



MACALESTER ARCHIVES



# ABOUT THIS ISSUE



Mike Habermann's photo shows five history-making students in Macalester's library. From left: Anton Malygin of the Soviet Union; Agnieszka Brzeska of Poland; Ogniana Todorova of Bulgaria; Ildiko Solti and Nikolett Lendvai, both from Hungary. Turn to page 6.

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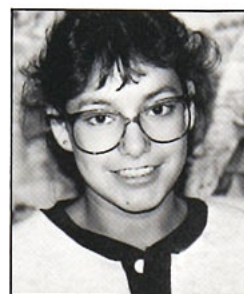
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## Anti-Semitic vandalism shocks college community—and brings it together

The Macalester community was shocked and outraged in November after vandals desecrated a kosher kitchen used by Jewish students and left an anti-Semitic hate note. Police later arrested three young men—none of them Macalester students.

The vandals entered the Hebrew House section of Kirk Hall on Nov. 23, the day after Thanksgiving, while many students were gone from campus. They defiled the kosher kitchen, leaving human excrement in a kitchen mixing bowl, a profane anti-Semitic note, cigarette burns in the carpet and beer bottles.

Five days later, St. Paul police arrested the three men, ages 20 to 22, all of whom live in the Macalester neighborhood. The three pleaded guilty Jan. 3 to a felony charge of criminal damage to property, in an amount between \$250 and \$500, motivated by religious bias. It was the first felony charge involving bias to be filed against adults by the Ramsey County attorney's office. Sentencing was set for February.

Police said the three committed the crimes during a beer-drinking spree.

"They bought some beer, then went looking for a warm place to drink it," St. Paul Police Chief William McCutcheon told the Minneapolis *Star Tribune*. "As they consumed the beer, they apparently conceived the actions that took place in the Hebrew House."

Although the anti-Semitic note was signed by "The Aryan Youth Movement," police said they knew of no such organization nor any link between the three men and any organized hate group. McCutcheon said the name was "probably a product of alcohol consumption."

Macalester President Robert M. Gavin Jr., who met with students after the vandalism was discovered, called a special convocation Nov. 29 "to express support, sympathy and solidarity with the residents of Hebrew House and other Jewish members of the community." Ten members of the Macalester community addressed the convocation, which was attended by an overflow crowd of students, faculty and staff in Weyerhaeuser

Chapel, and the college later sent copies of their remarks to parents of all Macalester students. Following are excerpts from some of the remarks:

[Despite the arrests], there is still the need to demonstrate our abhorrence of anti-Semitism and to renew our commitment to work for the elimination of hate and bigotry not just today, or this week, but whenever it occurs. . . . The more we can learn about each other's cultures, the better able each of us will be to help combat anti-Semitism and all other forms of hatred and bigotry. —President Gavin

Anti-Semitism is a spiritual AIDS virus. The three who came on campus last week—and they did not go to the chapel or the psychology department, they went to the Hebrew House—are sick people. And yet they are also carriers of a deadly virus. If we choose to take it lightly and, after this week, go back to life as normal, this virus will not go away. . . .

The ritual of coming together at a time like this has no magic in it. There is no technological fix to the diseases of the human spirit. Our real resistance to the virus of anti-Semitism will not occur here, but—because we have claimed who *we* are—it will be in the myriad acts of care and respect which will come after we leave this place. Everyone of us has the capacity to be the carrier of this deadly virus. And everyone of us has the power to be an agent of healing.

—Brent Coffin, college chaplain

We're a nation of diverse people. A gathering of many tribes. . . . Diversity is part of our strength and richness. It provides one of our paradoxes: it's difference that unites and defines us in these United, but individual, states. Besides, how could we live without paradox? I want to overcome smallness and prejudice and exclusion and hatred that plague the human race. I stand in this peace ceremony of sorts sharing the communion of thought and word. The Cherokee call it "a ni yun wi yu." A real people. A human being.

—Diane Glancy,  
assistant professor of English

When I was a kid I used to spend my school vacations with my grandparents, who were observant, Orthodox Jews. My own parents were not particularly observant, even though they had sent me to a Jewish day school from kindergarten through eighth grade for reasons that I still do not entirely understand, and I grew up a normal American kid—or at least as normal and American as it is possible to be when you grow up in Brooklyn, N.Y., in the '40s and '50s. I went to the movies, played basketball, watched TV, complained about school, and knew that to root for the Dodgers was to throw in your lot with truth and justice, and to root for the Yankees was like rooting for General Motors.

When I stayed with my grandparents who lived in the country, I lived an even more all-American life. I rode my bike to the county fair and earned a few extra bucks working on the neighbor's poultry farm. But I also did a number of things that were perhaps less all-American. Like spending a few minutes every Friday evening tearing large amounts of toilet paper off the roll so that none of the members of the family would have to violate the Sabbath by tearing—a forbidden act on the day of rest on which all manner of work was prohibited. Like sitting on the porch in the long twilight of a Saturday evening waiting for the Sabbath to end. Like walking several miles down country roads to the home of the former rabbi of Budapest where we held Shabbat services, occasionally having to send out the burly Reb Yosef Altstadter to drag on the 10th Jew needed for the religious quorum. Or like listening to my grandfather tell me each morning of his experiences at the nightly Talmud study group he had attended the evening before and of his triumphs in logic over his Talmudic arch-rival, the dreaded Shimon the Schochet—Simon the Ritual Slaughterer. (When I finally met Shimon I was amazed to discover that he was a small man with a white beard and a twinkle in his eye—but my grandparents were lifelong vegetarians and this may have colored my grandfather's vision of his adversary.)

Though these aspects of my life seemed strange to the kids who lived up and down the country road and who soon





Rabbi Gershon Grossbaum used a propane torch in the koshering of a stove top from Macalester's Hebrew House where vandals defiled a kosher kitchen in November. Students, from left, are Elspeth Slayter '92 of Lincoln, Mass.; Rebecca Gantcher '93 of Hartsdale, N.Y.; Vanessa Brown '92 of Highland Park, Ill., and Daniel McCray '92 of New York City. The three young men who committed the vandalism—none of them Macalester students—were arrested five days later.

learned that, oddly enough, I couldn't play baseball on Saturday afternoon, I saw nothing odd about the juxtaposition of the two parts of my life, each of which seemed fully me, and I was able to take both parts of me with me when I went off to study such foreign things as the lives of the country gentry of Victorian England.

What I didn't know then, and what I learned when I began to study and teach the history of Jews, was that my own experience replicated the essential theme of the history of the Jews in the modern world... Whatever path they chose, most continued to live in two worlds, sharing with other Jews the sense of belonging to a Jewish community, sharing with their non-Jewish neighbors a membership in the larger, non-Jewish society that sur-

rounded them. They, like me, could simultaneously root for their equivalent of the Brooklyn Dodgers against the fearful New York Yankees and for my grandfather against the equally fearful Shimon the Schochet....

To live in two worlds simultaneously is not a source of schizophrenia. It is, rather, a source of strength, of warmth and of security. At Macalester, where many of us, Jews and non-Jews alike, feel the simultaneous tug of two worlds, of the larger America that should be fully ours and of the smaller ethnic, racial or other communities in which we feel safe and at home, the experience of the Jews offers us a model of cultural diversity that can enrich the lives of us all.

—David Itzkowitz,  
professor of history

... As we have learned from past experience, Macalester is not immune from the anti-Semitism, or the racism, or homophobia, or sexism that rears its head in society at large. We find it imposed on us from outside, or we find it within ourselves. We hope that we are different, but we are not....

Students who encounter a faculty member or organization which will not postpone or reschedule an important test or meeting for a religious holiday should not have to go to a provost or dean or coordinator of religious diversity for guidance. Any of us should be able to pick up the phone and say to the faculty member or organization head, "Excuse me, but shouldn't we be a little more sensitive here?" When we encounter a racist or sexist joke, any one of us must feel com-



fortable interrupting and asking, politely of course, "What is funny about that?"...

—Tom Levitan,  
assistant dean of students

... This is the time to assure all of you who have been violated by this dastardly deed that we share your hurt and we offer our love and support for healing. You are important to us and, though arrests have been made, we will continue to take seriously the lingering effects this act generated in your community...

If this gross act makes us more sensitive to our own subtle and insidious little acts of anti-Semitism and prejudice, then from this negative may gradually emerge a print of a strengthened and healthier community....

—Calvin Roetzel,  
professor and chair,  
religious studies

On behalf of the Hebrew House, I'd like to thank all of you for being here today. It is unfortunate that such a horrible event took place in order to bring us together. Yet, it is in the face of adversity that strengths are realized and differences cherished.

For the first time in my Macalester education, I feel a sense of community. Faculty members, administrators, staff and residents from St. Paul have opened their homes to us and donated food. We have received letters from various organizations and individuals expressing outrage and offering support. Students have been understanding and available for us. I am unable to fully express how truly appreciative we all are...

This week has taught us that as a community and as individuals we can make a difference. This week has enabled us and others to speak up and not be afraid. This week has shown us that there are others who care and who are not afraid to listen and to help. We hope this spirit will continue at Macalester....

—Vanessa Brown '92,  
resident of Hebrew House

... In Jerusalem at the entrance of Yad V'shem, the memorial to the Holocaust, there is a long tree-shaded lane known as The Avenue of the Just. Trees are planted in the names of non-Jews who defied edicts and threats of the Gestapo and sheltered Jews in their homes, in churches, in orphanages, in barns, in fac-

tories, in schools and in other places...

It is in that tradition that I rise to acknowledge the Macalester College community, the administration, the faculty, the staff and the students who found ways, including this historic convocation, to speak out against the cowardly indecent outrage that was perpetrated against Hebrew House. Add to this list the neighboring churches and merchants who sent in signed petitions of protest as well as support for the Jewish students at Hebrew House. All of you who have spoken out have reassured the students of Hebrew House, the Jews in the Macalester community and in the wider population. We are grateful that you walk in the tradition of the just....

—Rabbi Bernard S. Raskas,  
distinguished senior lecturer,  
religious studies

The students at Hebrew House invited the entire community to join them the following evening for *Oneg Shabbat*—a celebration of the Jewish Sabbath—as well as the koshering and rededication of the kitchen. Other events were held on campus to counter hate crimes, including prayers in front of the student union and an evening of readings and performances featuring local writers, members of Mixed Blood Theatre Company and the students of Hebrew House. Other actions are planned, including a teach-in on issues of anti-Semitism.

—J.H.

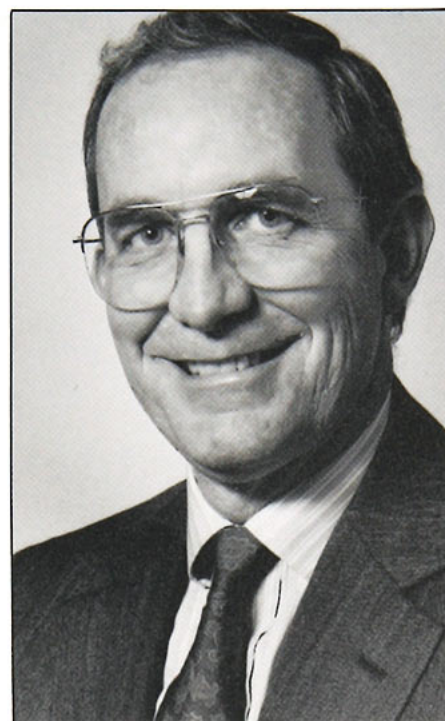
## Mac 'Up and Coming'

Macalester was listed in two publications by *U.S. News and World Report* last fall as one of the nation's leading liberal-arts colleges.

In the *U.S. News and World Report 1991 College Guide: America's Best Colleges*, Macalester was listed third in the "Up and Coming National Liberal Arts Colleges" category. The schools in the category include those most often named by the nation's college presidents and deans as "up and comers."

In the Oct. 15 edition of *U.S. News and World Report Magazine*, Macalester was ranked 41st among 121 national liberal-arts colleges in the magazine's annual college survey.

—G.M.



David Griffith

## Griffith named college's head of development

David H. Griffith was named vice president for development at Macalester in December, President Robert M. Gavin Jr. announced.

Griffith was selected following a national search. He joined the college as director of development in November 1989 and became acting vice president in February 1990.

"He has provided strong leadership to the college's advancement program," Gavin said. He praised Griffith for initiating a five-year fund-raising plan, expanding Reunion Weekend for alumni, developing a comprehensive communication plan to address changes in Macalester's endowment and stepping up efforts to raise funds in order to match three major challenge grants, among other activities.

Before coming to Macalester, Griffith was associate director of development and director of planned giving at Colorado College. He previously served as executive director of the Sun Valley (Idaho) Center for the Arts and Humanities. He holds a B.A. in history from Yale and an M.A. from the University of California at Berkeley.





Macalester junior Julia Shepherd, right, of Wauwatosa, Wis., battles for the ball against a St. Benedict player in the NCAA Division III West Region playoffs. Macalester defeated defending national champion UC-San Diego 1-0 in the first round, but lost 1-0 to St. Benedict in the region finals.

## Both soccer teams put their best feet forward

The men's and women's soccer teams, both guided by head coach John Leaney, were the highlights of the autumn sports season at Macalester.

The men's team went a perfect 10-0 against Minnesota Intercollegiate Athletic Conference opponents to claim its second league title in three years. The Scots gave up just a single goal in conference play while scoring 29.

Following a 14-1 regular season, Macalester competed in the NCAA Division III playoffs. But MIAC rival St. Thomas upset the Scots 1-0 in first-round action in front of a large and enthusiastic crowd at Macalester Stadium. The Scots had defeated the Tommies 2-0 just two weeks earlier.

The conference's Most Valuable Player, Roger Bridge (junior, Auckland, New Zealand), was joined on the All-MIAC team by four teammates: junior Mark Abboud (Rochester, Minn.), freshman Matt Highfield (Winchester, Eng-

land), junior Matt Jackson (Auckland, New Zealand) and senior Wayne Markman (Cape Town, South Africa). Abboud, the league's top goal scorer, led Macalester's attack with 15 goals and 10 assists. Highfield netted 10 goals and Jackson added eight.

The women's team also had an outstanding fall season, finishing with a school-record 13 wins (13-4-1 overall) and earning its second straight NCAA playoff berth. Making a return trip to the 16-team national playoff field appeared unlikely when Macalester lost its first two conference matches, but the team held together and played extremely well down the stretch while compiling seven consecutive shutout victories. The biggest conference win was a 1-0 triumph over St. Thomas, a win which clinched second place in the MIAC standings.

Macalester saved its best for the playoffs, beating defending national champion UC-San Diego 1-0 in overtime in the

West Region semifinals, the biggest women's soccer win in school history. Dreams of making it to the Final Four ended, though, with a 1-0 loss to league foe St. Benedict in the region finals the following day.

All-American forward Corie Curtis (senior, Guilford, Conn.) paced the Scots with nine goals and nine assists and finished an outstanding career with a school-record 33 goals. Newcomer Cricket Brooker (freshman, Hobbs, N.M.) scored seven goals and All-MIAC midfielder Jessie Ebertz (senior, Oakdale, Minn.) added five. All-MIAC defender Heather Craig (senior, Crystal, Minn.) and goalkeeper Julie Webers (senior, Roseville, Minn.) were primary reasons why the Scots gave up just three goals in their final 13 contests.

While the soccer teams were drawing the attention of Macalester fans, the women's cross-country team was quietly enjoying a very successful autumn. Led by sophomore Jennifer Tonkin (Bellevue, Wash.), one of the best runners in the conference, the Scots finished fifth in the very competitive MIAC, perhaps the best cross-country league in the nation. The fifth-place finish was Macalester's best ever.

It was a difficult season for first-year head coach Gary Etcheverry and the Macalester football team. The Scots suffered defeats in the season's first nine weeks before closing out with a well-deserved 13-10 triumph in the Metrodome over Augsburg. Senior quarterback Chad Stutelberg (Eden Prairie, Minn.) was seventh in the conference in rushing and total offense after running for more than 450 yards in the final three games. Senior defensive back Brian Nielsen (North St. Paul) put together an excellent season, as did junior lineman Mark Omodt (Minneapolis), who kicked the winning field goal in the final seconds against Augsburg. Nielsen and Omodt were both named All-MIAC.

In November, Ken Andrews '72 was named the new athletic director following a national search. Andrews had served as acting athletic director since April 1989. He served as Macalester's director of intramurals and coordinator of club sports from 1987 to 1989 and has also coached the women's soccer and softball teams.

—Andy Johnson



The new students from Eastern Europe gathered on the lawn in front of Old Main last September. From left: Agnieszka Brzeska and Piotr Harasomowicz, both from Poland; Nikoletta Lendvai and Ildiko Solti, both from Hungary; Ogniana Todorova of Bulgaria; Slava Galiullin and Anton Malygin, both from the Soviet Union; Velibor Marenovic of Yugoslavia, and Aditi Kapil of Sweden, who has strong family ties to Bulgaria.



# New Kids from the Bloc

*Eight students from the Soviet Union and Eastern Europe add an extra flavor to Macalester's international community.*

by Jon Halvorsen



**P**iotr Harasomowicz was once beaten by the secret police for delivering illegal newspapers in Poland. He describes the pair who arrested him: "Two guys—very neat, very cool. 'Please follow us.' " They took him to the police station. They knocked out two of his teeth. Piotr emphasized that "it wasn't anything special. I was in jail—it was nothing, because a few of my friends lost their lives and nobody remembers about that, apart from their families." In the fall of 1989, the idea of going to college in America was "just like travel to the moon," Piotr said. Last September, a year later, Piotr enrolled at Macalester as a 21-year-old freshman.

Ildiko "Ildi" Solti of Hungary planned for a long time to attend college in the U.S. in order to pursue her studies in linguistics. After two years at a university in her native Budapest, she came to the U.S. to work as a nanny in Atlanta for a year, giving her time to get used to life in America and to look for a college. Last fall, at the age of 24, she too enrolled in Macalester, as a junior. The college's international atmosphere was "very attractive to me because that meant I wouldn't have to assimilate 200 percent to the Americans, as much as I like them, but I can keep my identity, and it might even be of some use for the others." Ildi's family, which includes a younger brother and sister, lives in Budapest; her mother is an electrical engineer and her father a fencing coach.

With his nearly flawless, accent-less English, Slava Galiullin, 19, could easily pass for an American. And like most Americans his age, he speaks of the Cold War as if it were ancient history. "I think it's totally stupid." Yet he is a citizen of the Soviet Union, where his parents still live (his father is a professional drummer who once played in a jazz band and his mother teaches music). He toured the U.S. in 1986 and again in 1988 as a participant in "Peace Child," a production that brings together youths from the Soviet Union, Europe and America to promote peace. In 1988 he stayed with an American family in Hershey, Pa., who have a son his age and who are "like my second family." They eventually wrote to 50 colleges in Slava's behalf. He, too, came to Macalester last fall as a freshman.

Piotr, Ildi and Slava are all making history, and not just at Macalester. They are among eight students from the Soviet Union and Eastern Europe who enrolled at Macalester last fall. The number,

Macalester officials believe, is the highest of any undergraduate college in the country.

The students—two each from the Soviet Union, Hungary and Poland, one from Yugoslavia and one from Bulgaria (a ninth student was born in Bulgaria and has strong ties to that country)—are not at Macalester on an exchange program or for just a semester or two, and they are not emigres or permanent residents of the U.S. All are undergraduates (most are first-year students) seeking degrees from Macalester and remain citizens of their respective nations with immediate family members living back home.

In a sense, they are products of the revolutions that toppled one regime after another in Eastern

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**'H**ere you have so many kinds of people—not just one type of people. You have typical preppies and then you have punks and hippies. It's great; it's so nice. Even if you are different types, you can understand each other.'

---

Europe. What they share "is a personal dynamism," said Jimm Crowder, director of international and transfer admissions at Macalester. "They are all extremely good students. And they all have the ability to articulate a cultural perspective that will be appreciated on this campus."

Crowder traveled to Poland, Hungary and Czechoslovakia in the fall of 1989. He did not go to Eastern Europe with the intention of seeing many students, and in fact met with only two while he was there. His goal was simply to lay the groundwork for future contacts with students in those and other Eastern European countries. He met with cultural attachés at U.S. embassies, counselors at bilingual high schools, representatives of major universities—the people who were just starting to build the network that will provide counseling for Eastern European students who want to study in America. At the same time, "we let them know that we were going to set funds aside for Eastern European students," he said.

"It was a historic year in Eastern Europe and it seemed logical to try to do *something*," said William M. Shain, Macalester's dean of admissions. "We had no idea we would succeed to this extent; we figured we'd get several people. As part of this, we got a small amount of additional aid—one or two

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*Jon Halvorsen is managing editor of Macalester Today.*



# New Kids from the Bloc

I just think there's going to be an enormous growth in the number of students who have become aware that you can actually *do* this. I can't believe we won't have a Romanian next fall.'

scholarships, that's all. Most of this came out of our regular financial aid budget. We simply tilted the process towards East Europeans. We do that every year; a couple of years ago we tilted towards Latin America."

In addition to Piotr, Ildi and Slava, the students are:

*Anton Malygin* of the Soviet Union. "I didn't intend to study in the United States. I came here as a tourist," he said. A professor in Duluth, Minn., met Anton while doing research in the Soviet Union and invited him to the U.S. for a vacation. Through the professor's contacts, Anton, whose family lives in Leningrad, met a Macalester alum. "I attended a lecture [at Macalester] about the Soviet economy and I was amazed at how Americans pretty well know our system and our problems.... I said to my friend that I wish I could study here because Americans have everything: they have computers, wonderful libraries and just everything for education." A transfer student entering as a junior, he is majoring in economics.

*Agnieszka Brzeska* of Poland. Originally from Gdansk, she completed eighth grade in Poland but spent most of the last few years in the west African country of Zaire, where her father, a civil engineer, has worked at a university since 1980. Following graduation from an American-run high school in Zaire, she spent a year at a prep school in Massachusetts where her counselor recommended Macalester. "She said it's great—it's really cold, but it's great." A first-year student, she plans to major in languages and psychology. Agnieszka likes the diversity of Macalester, and by "diversity" she means more than just international students: "Like

I can see here you have so many kinds of people—not just one type of people. You have typical preppies and then you have punks and hippies. It's great; it's so nice. Even if you are different types, you can understand each other."

*Nikoletta "Niki" Lendvai* of Hungary. After two years of high school in Budapest, Niki finished high school in Bloomington, Ind., while her mother taught math at Indiana University. She won a prize in an international essay contest (she wrote in English, which she took for eight years; she has also had six years of Russian and four years of French). She first heard of Macalester through a guidebook. "I sat down with a stack of books. I just went through and saw Macalester with its international features.... It's nice to be part of such a big international student body, but I also wanted to go to a small college." Niki's parents now live in New York; her mother teaches at City University of New York and her father is a physician. A first-year

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Piotr Harasomowicz, right, of Poland with his American cousin, Paul Saydak. Piotr first heard of Macalester from Paul, who visited him in Poland in 1989.





Anton Malygin of the Soviet Union and Ildiko Solti of Hungary are both transfer students who entered Macalester as juniors. While visiting the U.S., Anton attended a lecture at Macalester about the Soviet economy and "was amazed at how Americans pretty well know our system and our problems." Ildiko says the college's international atmosphere was "very attractive to me because that meant I wouldn't have to assimilate 200 percent to the Americans, as much as I like them, but I can keep my identity, and it might even be of some use for the others."

student, Niki is thinking of majoring in international studies. "I love the idea that I can take classes in whatever I want."

*Velibor Marenovic* of Yugoslavia. He came to Macalester as a freshman transfer student from Adams State in Colorado. His parents and younger brother still live in Yugoslavia. His father, who is now in business, worked as an advisor for Yugoslav embassies in East Germany and Czechoslovakia. Velibor graduated from high school in Yugoslavia, then spent a semester at a high school in Puyallup, Wash. He found Macalester in a book about U.S. colleges; a professor at Adams State also mentioned it. "This area and the Seattle area are kind of the best places to live in the United States. Like not polluted," he said. He said he will probably major in economics and may eventually go into business. On trips with his father, "I found that most Americans don't really understand what's going on [in Eastern Europe] and they don't know how to deal with those people. So it would be really useful if they hired people from there to deal with them."

*Ogniana (Ogi) Todorova* of Bulgaria. She attended high school for two years in New York City where her parents (her father is an engineer and her mother is a scientist at Cornell Medical School) were participating in an educational exchange. Her high school counselor first suggested Macalester. "I was always complaining how dirty New York is," Ogi said with a laugh. "She said, 'OK, go there [to the Twin Cities], you'll like it.'" The presence of other international students

at Macalester was important, too. "I'm very interested in other cultures. I really want to travel when I graduate. It's kind of good to meet the people before you go and know what it's like." She is a first-year student.

*Aditi Kapil* is a citizen of Sweden, where she has lived since she was very young, and therefore not officially counted as one of the Eastern European students. But she was born in Bulgaria, her mother is Bulgarian, she can speak Bulgarian and she still has strong family ties in that country. Her parents—her father is from India—run a boutique in Stockholm. "I do feel Bulgarian. I also feel very Swedish. And I also feel Indian," said Aditi, who speaks flawless English with no detectable accent. She picked Macalester out of a college guidebook. Although she had never been to America until she arrived at Macalester, she said matter-of-factly, "I melt in very easily, with everyone and everything." A first-year student, she plans to major in speech communication or English and perhaps minor in journalism.

Shain said most of the students "were able, through American friends, relations or even Macalester alumni, to secure the kind of additional financial support that made our budget stretch far enough to bring this many people here. It added one or two students to the group."

Shain and Crowder believe it was Macalester's reputation for internationalism, more than anything,



# New Kids from the Bloc

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They have a commitment to reaching a goal that is clearer perhaps than the average American student. Perhaps it's because they've been deprived of these opportunities, but they all seem more disciplined in their study habits — and that's partially a product of the system that they've been in; they're not afraid of hard work, and they really see coming here as an opportunity to gain a degree which will lead them to other things.'

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that attracted these students. When a college year after year enrolls students from as many countries as Macalester does — the entering student group this year included citizens of 58 nations — the word gets around.

"In one sense," Shain said, "it makes recruitment seem silly, because most of these people found us on their own." But while it was Macalester's international perspective that first attracted them, he noted, "the single thing they've all told me is that we were by far the most responsive institution with which they dealt. That's why they actually came here."

The Eastern-bloc students may or may not be more mature than the average American student. But Crowder said they have "a commitment to reaching a goal that is clearer perhaps than the average American student. Perhaps it's because they've been deprived of these opportunities, but they all seem more disciplined in their study habits — and that's partially a product of the system that they've been in; they're not afraid of hard work, and they really see coming here as an opportunity to gain a degree which will lead them to other things."

As a group, the students seem to share a seriousness of purpose. Slava said he may major in economics or business. "I really love theater. But

it's so hard to get a job [in theater]."

Several are already thinking seriously of going on to graduate school in the U.S. "It's my future," said Piotr, who hopes to major in philosophy, a subject in which he won fourth place in a national competition in Poland. (Piotr first heard of Macalester from an American cousin who visited him in Poland in 1989. The cousin, Paul Saydak, transferred to Macalester last fall from Rice University in Houston. Paul, whose parents emigrated from Poland in the 1960s, did not learn Piotr was going to Macalester until he himself was far along in the process of applying here.)

Although they are hopeful, most also express a sober view of what lies ahead for their countries. "Now at least we have the chance to live in a democratic country," Ildi said of Hungary. "But it will be very, very hard for the people. They have to pay the price for any changes. . . . Economists say eight years or 10 years, but who knows?"

Crowder predicts an "explosion" of applications to American colleges from Eastern Europeans, despite the financial handicaps they face. By last November, he had received more than 50 inquiries from students in Eastern Europe, including 15 from the Soviet Union, about applying to Macalester next fall, and the number keeps growing.

Shain agreed. "Part of it is word of mouth. A lot of people will be referred to us by American sources. I just think there's going to be an enormous growth in the number of students who have become aware that you can actually *do* this. . . . I can't believe we won't have a Romanian next fall. Albania will remain a challenge," Shain added, smiling.

To the new students, as for any other Macalester students, the future may be rather vague, but it's promising. The two Soviets, whose presence as "regular" students at any U.S. college would have been unthinkable a decade ago, were asked what they might be doing 10 years from now.

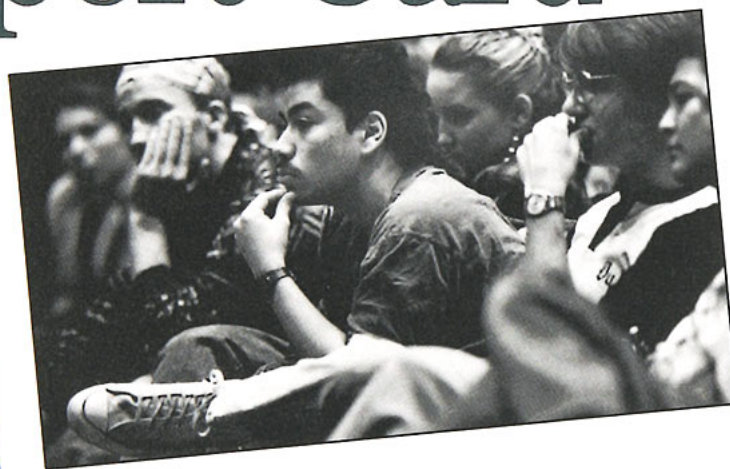
"Here at Macalester among the international students," Anton said, "I feel like a person of the world, a person of world community. Which is very good. Who knows? Maybe I will come back to the Soviet Union, maybe I will stay in the United States, maybe I will work in Africa or wherever."

"Or Australia or the moon," Slava interjected with a laugh.

"Yeah," Anton said. "We will see. Life will show me what I have to do." ■



# Recruiting Minority Students: A Report Card



*Every college says it wants more students of color, but what is Macalester doing about it? The class that entered in September includes 56 students of color, or 14 percent of the U.S. students. That represents the largest incoming group of minority students since 1983. But is that good enough?*

by Jack El-Hai



# Recruiting Minority Students: A Report Card

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**I** came to Macalester from the Turtle Mountain Chippewa Reservation. The communities all around us were very prejudiced," says Janice LaFloe, a junior from North Dakota. "I was concerned about the amount of prejudice that might be at Mac, and I was scared to leave home because I thought the entire world was prejudiced against us."

LaFloe swallowed her apprehension, filled out the application and accepted the offer of admission that came several weeks later from Macalester, which she knew was a predominantly white institution. Like many other students of color, LaFloe took a big step in coming to Macalester. To continue attracting minority students, the college needs to convince them that their risk will pay off—educationally, socially and culturally.

Recruiting increasing numbers of people of color into Macalester's student ranks is a laudable goal—and an educational and economic necessity. "It's important to me personally and to the entire admissions staff that we achieve or exceed the college's goal for a multicultural enrollment," says William Shain, Macalester's dean of admissions. "But in addition, it's a practical necessity. The white population in America is slowly declining in percentage, and any college seeking enrollment is going to have to learn to work increasingly with students of color. Their numbers are rising faster."

*Time* magazine has estimated that African Americans, Hispanics, Native Americans, Asian Americans and Pacific Islanders will constitute a majority of the U.S. population by the year 2056. As early as 30 years before that, or about 2025, students from those ethnic groups may amount to 40 percent of America's college-aged population. Nowadays, though, colleges and universities seem ill-prepared to successfully court this growing segment of their market. Nationally, the number of black, Hispanic and other minority students in college is at an all-time high, since the size of the minority group pop-

ulation is growing rapidly. But the enrollment rates of blacks and Hispanics are declining: only 28 percent of black high school seniors went on to college in 1988, compared with 33 percent a dozen years earlier, while Hispanics have suffered a similar decline.

Marketing pressures, however, are not Macalester's main motivation in seeking students of color. "The issue is that a diverse student population at Macalester creates a very invigorating educational environment for everyone, and that's what we want," observes Thad Wilderson, director of the minority program. "It's not an effort to bring minority students to enhance the experience of white students, or anything like that." Shain agrees: "We are trying to create on campus a microcosm of the whole world, and certainly of American society, because that inspires a much more fertile dialogue intellectually and personally."

The Class of 1994 that entered in September includes 56 students of color, or 14.4 percent of the U.S. students in the class (students of color among the college's substantial international population are not counted in these minority figures). That is the largest incoming group of minority students since 1983. In addition, three African Americans entered Macalester as transfer students. "We've had our best year in a long time," notes Shain. "The biggest reasons for our success are new resources available to us through the Knight Foundation and a high level of support from students of color on campus."

Macalester's minority enrollment, he adds, "is larger than that at all but a handful of private liberal-arts colleges of our size. . . . As Macalester has become more selective, our admission rates for minority students have not dropped. The group that's applying has also become increasingly strongly qualified." The 262 admissions applications from students of color in 1990 represented an increase of 21 percent from the previous year.

Despite these gains, the college's minority recruitment effort does not lack detractors. "The recruiting is not real good as far as economic diversity goes, and the number of students [of color] on campus is a lot smaller than I think everyone would like to see," said Heidi Jackson, a senior who co-chairs the Black Liberation Affairs Committee (BLAC), a student organization. Last May, about 50 Macalester students boycotted classes as part of a nationwide protest against what they believed

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*Jack El-Hai, who writes about history, business, the arts and current events for many publications, wrote about religion at Macalester in the February 1990 issue of Macalester Today.*





Janice LaFloe, a junior from the Turtle Mountain Chippewa Reservation in North Dakota, in front of a mural in Cultural House, a focus of activities for students of color. The mural, by Shelton Omolo '89 of Kenya, shows America's minorities.

were inadequate attempts by admissions offices to reach students of color. "I think that pressure is healthy," Shain says, "and I also think it's healthy that some of that pressure is coming from non-minority students."

Indeed, Macalester has put pressure on itself by setting specific goals. The college seeks a minority enrollment of 15 percent in the freshman class by 1993, an objective that was adopted by the board of trustees in 1988 and nearly achieved in the class that enrolled last September.

**E**ach year, Macalester begins its campaign to contact students of color by acquiring mailing lists and sending introductory letters and brochures to the students. The names come from the College Board, the American College Testing program, a consortium of more than 30 undergraduate liberal arts colleges similar to Macalester, and other sources. On top of that, the college advertises in specialized publications that reach as many as 100,000 minority students. "We end up with a list of more than 5,000 minority students who are interested in Macalester," Shain says. "The problem is not in getting enough prospects. It's in converting the prospects to applications."

Located in what Shain calls "the whitest corner

of the United States," Macalester lacks the geographic advantages of many other private colleges that are closer to the urban centers containing many minority students. About 20 percent of the college's students of color come from Minnesota—the same share as the student body as a whole—and distance does not in itself deter many serious-minded students of color. Leaving their home region, Shain believes, "is part of becoming confident enough to decide where they want to go and what they want to be. After their time at Macalester, they can go back home, but they can also go anywhere."

But it's the price tag, not the location, that most often staggers prospective students and their families alike. Low-income families, to which many (but by no means all) students of color belong, are often dismayed when they see the cost for tuition, books and room and board listed in college catalogs. "Especially if the students haven't had brothers or sisters who have gone to college, it can be very intimidating," says David Busse, Macalester's director of financial aid. "Our total price tag for one year [\$16,185 for 1990-91] can be higher than a family's entire annual income."

But with financial aid factored in, the cost drops sharply. "We tell them that they can afford it,"

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**O**ur ability to recruit more minority students will depend on what happens with the curriculum of the college and on our ability to hire larger numbers of minority faculty and staff.'

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declares Michael Dueñes, a Macalester senior from St. Paul who meets with prospective students of color through his involvement in Latino student organizations. Still, increasingly in recent years, the stagnant level of federal aid has forced colleges to increase the amount of "self-help"—loans and work-study—in financial-aid packages. "Loans are higher than they used to be, although they're not out of line in relation to the future starting salaries that many students can look forward to," Busse says. "But they are high in relation to the static income levels of low-income families, and to them the loan levels have gone up fast." And loans are one form of aid of which many minority families are wary. "Creditors can be bad and ugly. Some student loan defaulters end up with collection agen-



# Recruiting Minority Students: A Report Card

cies, and some collectors are less than courteous," Busse notes.

Like all other students, minorities make their financial decision based on what is most important to them. "Do they want a great, small liberal-arts college with individual attention or a public institution with lower cost?" Busse says. "Often it goes back to the parents and what they want. Some make education a high priority—they do all they can to make it happen."

Mailings and financial aid: these are recruiting tools that many colleges use. In the 1990s, though, those methods aren't quite enough. "Most minority students approach college education in a pretty tough-minded way," Shain says. "They're willing to make some accommodations and are willing to give up something precious to them culturally to get benefits that will allow them to get ahead or control their lives. Our ability to recruit will depend on what happens with the curriculum of the college and on our ability to hire larger numbers of minority faculty and staff."

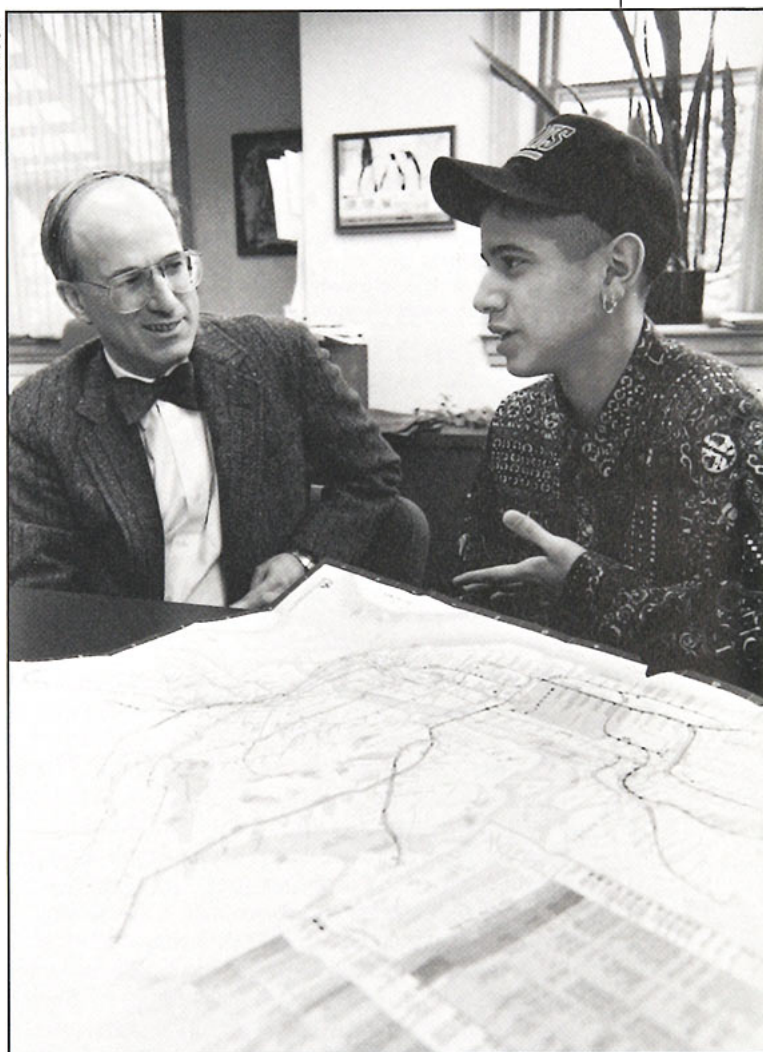
A \$250,000 challenge grant from the Knight Foundation of Miami has allowed Macalester to follow more adventurous paths as it seeks students of color. This grant, together with funds from other sources, especially the William and Flora Hewlett Foundation, has supported a Minority Predoctoral Fellows Program designed to attract and retain minority faculty. One of the largest programs of its kind in the U.S., it has brought 11 minority Ph.D. candidates to campus since 1988—three to four each year. In addition, Macalester has used the foundation funds to sustain the reshaping of the course offerings of several academic departments, making the curricula more reflective of cultural diversity and more open to the specialties of minority faculty.

Clearly, infusing the college with new faculty and course offerings can be crucial in increasing minority enrollment. "When students and faculty of color see more of each other on campus, there will be more enrollment. Then you start reaching a critical

mass and the ball starts rolling," Dueñes says. Obviously, most black students don't intend to major in black studies, and a Native American is just as likely to study art history as anyone else. "But you don't want to go to a college where your heritage is invisible," Shain notes.

Also using the Knight funds, the college last year hired Karen Dye, an admissions counselor specifically charged with personalizing the outreach toward minorities. During the 1989-90 academic year, Dye organized four phonathons, events that involved dozens of Macalester's students of color in telephoning 400 prospective minority students. She has planned more phonathons for this year. "It's not a hard-core recruiting pitch we give," Dye says. "We're reaching students who have already expressed an interest in Macalester, and we call to

GREG HELGESON



Dean of Admissions William Shain and Angel Rodriguez '94, both native New Yorkers, study a subway map of their hometown. Shain was Angel's admissions officer during the recruitment process.



let them know a little more about the school and answer their questions.... A lot of the students just want to know what it's like being a person of color at a predominantly white institution. The other thing they ask a lot about is financial aid."

Dye also headed an equally innovative program that subsidized the transportation of students of color to campus to attend last spring's "samplers," an introduction to life at Macalester. All 64 of these students had been accepted for admission and were making their final decisions on their college choice. "We coordinate it so that they fly in a day early and have a multicultural portion, where they hear from the minority program office and the different cultural programs on campus," Dye explains. Twenty-seven of the students flown in enrolled at Macalester. Current students aided that effort, too. "They feel that they won't be able to have the diverse campus they want unless they help in the recruitment process. I couldn't have done any of my activities without their help," Dye says.

"These programs are a good start in trying to recruit more students of color," says Dueñes, who helped with the phonathons and samplers. "But there needs to be more targeting of [high] schools not actively recruited by colleges: inner-city schools with high concentrations of students of color."

Shain says the admissions office has "visited virtually every Twin Cities metropolitan high school every year for a decade." Macalester admissions representatives have also gone to high schools, made up entirely or predominantly of students of color, in New York, Washington, D.C., Atlanta, Chicago, Milwaukee, Los Angeles, San Francisco, Memphis, New Orleans and elsewhere. But just "visiting high schools is by and large very ineffective for working with students of color," Shain says, "because, speaking broadly, American education is a whole lot less good for students of color. Schools that are underachieving educationally will often not have a wonderful college counseling office," and the visit by the recruiter will receive minimal publicity because the counselors are not up on individual colleges, especially small, expensive private colleges located far from their community. "It works best when you know who you're going to see, when you know you've got interested kids you've had contact with," he adds.

**A**s in promoting anything, word-of-mouth recommendations bring the best results. It is through word of mouth that Macalester has gained six Hispanic students from a high school in Salinas, Calif. (Shain says Macalester has returned to that school and an inner-city high school in Washington, D.C., and continues to

look for others where visits seem to be effective.) Janice LaFloe believes that similar successes can be achieved in recruiting Native American students on reservations. "Macalester could concentrate on a few reservations where students have come from in the past," she says. "Word would get around, and it would be a good starting point. Right now, Macalester is missing bright American Indian students who are scared to apply."

Macalester's students are working in several ways to help bolster the recruiting. Hispanic students are trying to organize a \$25,000 endowment to fund projects that would increase their numbers on campus, and BLAC has organized community work with younger black students. "It would be nice if that sort of thing were coming from [the administration]," says Heidi Jackson. "When you're a student, you're trying to work at your classes, and that sort of thing is hard to do at all."

Many students look back 10 or 20 years, see the hundreds of minority students that Macalester recruited as part of its Expanded Educational Opportunities (EEO) program and yearn for a similar program today. The EEO era, however, pro-

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**T**he confidence factor is something that really needs to be built up in students of color. They come in knowing that their school was not as good as a prep school.'

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duced graduation rates lower than those of today's students of color at Macalester. Although graduation rates for minorities have improved, they still lag behind. Of all students entering in 1975, for example, 52 percent graduated compared with 21 percent of minorities who entered that year. Of all students who entered in 1985, 68 percent graduated, compared with 46 percent of minorities entering that year. (Nationally, only 15 percent of college students graduate in four years, according to the Minnesota Private College Council.)

"We don't feel that the low recruiting and high retention route is the way to go," counters Dueñes, who places more value on the *number* of graduates than on the percentage. "We need to recruit more students of color with the hope that more will graduate. We want to graduate *more*. And a greater acceptance of higher-risk students would



# Recruiting Minority Students: A Report Card

build a bigger minority faculty pool."

The most serious shortcoming that current students observe in Macalester's recruitment of minorities is what they perceive as a lack of attention to low-income students. "Our concern is that for a college that really prides itself on its diversity, it seems to draw from a homogeneous economic class," Jackson says. Herself the product of both inner-city and suburban public schools in the Twin Cities area, she values the difference in perspective that students gain in each. Dueñas sees a similar hole in the campus population. "It's important to avoid the pitfall of hitting only middle-income students," he says.

Macalester's administrators say that the quality of education available to many low-income high school students neither encourages nor, in some cases, allows a student's talents to develop. "We wouldn't admit any student that we didn't think had a very real chance for a C-plus or better average here in their first year, unless... it was a very clear case of the kid being willing to come here and struggle and grow slowly," Shain says. "Our primary obligation to students as educators is to give them a reasonable chance for success."

But regardless of his or her income or school, "a

really talented student of color is in the same position as an NCAA Division I athletic prospect," he adds. "He or she will be courted aggressively and personally" by colleges. David Busse concurs, observing that minority students with high levels of academic achievement "are being bombarded by prestigious colleges. We're all running after the same students."

"We work very hard to reach students from first-generation college families, from families that wouldn't naturally think of us, but that's a tremendous challenge," Shain says. "Just think of it: if you were a disadvantaged black student, 1,500 miles from Macalester, why would you want to go that far to an expensive private college that nobody in your hometown has ever heard of? We have to make it real and relevant, and explain what the benefits might be in coming here."

Besides Macalester's educational benefits, minority students seek cultural support. "The admissions office can't work miracles," Shain says. "We can only describe what exists here. The college needs to think constantly about how to improve the quality of life for students of color on this campus." Student organizations and the minority program office, for the most part, assemble the programs that build and maintain the cultural heritage of students of color. "We make certain that [students] feel their heritage and identity are things they don't have to leave behind and can feel proud of," says Thad Wilderson, whose minority program office sponsors activities at Cultural House aimed at minority students and brings to campus such national figures as civil rights activist Julian Bond.


Ironically, being recruited primarily as minorities can make students feel insecure. "I wanted to be recruited not as a student of color but because of my attainments," Dueñas remembers. Then he put

## Freshman Classes, Fall 1990

	U.S. students	Black	Hispanic	Native American	Asian	Other	Total U.S. Minority	Percent Minority	International Students
Macalester	390	24	15	3	14	0	56	14.4%	42
Carleton	465	10	11	2	35	5	63	13.5	2
Oberlin	643	62	27	1	58	0	148	23.0	38
Williams	492	47	23	0	49	2	121	24.5	15
Reed	271	3	11	2	17	3	36	13.2	17
Haverford	276	16	10	0	25	0	51	18.4	11
Wesleyan	651	57	28	0	68	0	153	23.5	12
Grinnell	306	18	6	1	16	0	41	13.3	37

(All figures come from college admissions offices. Figures for total number of international students are approximate in some cases. Reed's and Grinnell's figures for Asian students include students from the Pacific Islands.)





Civil rights activist Julian Bond, left, signs autographs after addressing a large audience in the Macalester gym in February 1990. The minority program office brings Bond and other national figures to campus and sponsors activities at Cultural House aimed at minority students. "We make certain that students feel their heritage and identity are things they don't have to leave behind and can feel proud of," says Thad Wilderson, director of the minority program office.

the concern aside in his mind, because he above all wanted to get into college. "Afterwards, though, I began to wonder, 'Am I as qualified as other students, the kids who went to Eastern prep schools?' The confidence factor is something that really needs to be built up in students of color. They come in knowing that their school was not as good as a prep school. Someone has to tell these students that they have just as much promise as anyone—it's not an inside track to be rich. They start realizing it themselves in their second year."

### Percentage of U.S. Student Body

U.S. minority students as percentage of U.S. student body (full-time students only), fall 1990 (most percentages are approximate)

Macalester	11.3%
Carleton	14.0
Oberlin	20.0
Williams	20.0
Reed	9.5
Haverford	18.3
Wesleyan	19.0
Grinnell	11.0

"It is in many cases pretty alienating for a student of color to be recruited only as a student of color," agrees Shain. "As individuals they bring the same range of abilities and interests to enrich the campus as do any other kids. We're interested in them individually, and we think they can flourish here. They belong on campus just like anyone else. That's the main reason for minority recruitment."

How and where best to find students of color for the Macalester of the future will remain a debate for years, perhaps even beyond that time in the next 65 years when minorities become the majority in America. Nearly everyone at Macalester, however, seems to regard the issue as an opportunity to improve the college and the cross-cultural education it offers. "Everybody cares too much rather than too little," Shain says.

Janice LaFloe, reflecting on the two-and-a-half years she has spent at Macalester since coming from the Turtle Mountain Chippewa Reservation, believes that the college can continue to attract students of color in growing numbers. "The process does not happen overnight," she says. "Parents need to feel secure in sending their kids here, and kids need to feel comfortable in being here. Macalester needs to keep working on its resources and support services for those students." ■



# Journeys Back to Mac

*A 25th college reunion is supposed to be one of life's milestones. It was that and more for members of the Class of '65, who healed wounds, reflected on values and shared a rare honesty.*



Take a number, please: The Class of '65 lined up for a group photo during Reunion Weekend last June. Each took a number to help the photographer identify them later.

by Jon Halvorsen



When Bob Mullen returned home to Wichita, Kan., last June, friends asked what happened at his college reunion. "I said, 'If I told you, first of all you wouldn't believe it. Then I would have to explain the school. I would have to explain the type of people who went to that school. And then maybe you would understand it.'"

For members of the Macalester Class of 1965, their 25th reunion proved as much a time of healing as a social event, and less nostalgia than a recognition of the journeys, transitions and discoveries that have shaped their lives.

Class members might have anticipated a special event from one of the unusual invitations that arrived in their mailboxes before Christmas—a video entitled "In the Spirit of Times Past..." It featured eight members of the '65 reunion committee describing their visions of the 25th reunion. "The video was a great idea," said Gay Eggen Tempas, a homemaker in Radnor, Pa., "because it made us all realize we had all gotten older and it was OK—we weren't going to be the only person who had."

"It all unfolded gradually—the idea that we wanted something more substantive than blush champagne for our 25th reunion," said Sonya Anderson of St. Paul, a marketing strategist for a computer company and a member of the reunion committee. The group came up with a weekend that brought classmates together in a way that no one could have anticipated. Among other activities over three days, the special Class of '65 events on Saturday in the new library left indelible impressions, according to interviews with a dozen participants months later.

Many remember a presentation by Lance Woodruff '64. A San Francisco photojournalist, he returned to Macalester to share with friends his photographs of the Vietnam War, taken while covering the war for the U.S. National Council of Churches.

"For me, as for many others who went to Vietnam, it became the central experience of my life..." Woodruff, whose neighbors now include both Vietnam veterans and Vietnamese refugees, told his listeners. "One of the wonderful things about Macalester, as a college and as a community, is that it encourages us to have kinds of life experiences that really grow into complex and wonderful lives...."

"My intention in going to Vietnam was to be like Pierre in Tolstoy's *War and Peace*. I thought I would walk around the edge of the battlefield and consider the meaning of war and peace, and come back and write something profound and meaningful

—the great American novel about Vietnam—and become rich and famous." His audience joined in appreciative laughter. Instead, Woodruff came back with a decade's worth of photographs that—as one classmate described it later—captured the poetry and pathos of Vietnam. The photographs appear in his new book, *Hoà Binh: Dreams of Peace*.

Later in the day, three members of the Class of '65 took part in a panel discussion before an audience of several dozen classmates. The three, chosen because of their varied experiences, had been asked to ponder several questions: what did they expect to do when they graduated 25 years ago? Were there any dramatic changes on the way? What were their values when they graduated and what are their values now? They talked about their lives in an honest and forthright way.

• Kay Hutchins McCarthy of Excelsior, Minn., described a journey that was not uncommon for the women of her time. In 1965, she said, a woman was expected to marry, and her career—if she had one—was only to be a backup in case something happened to her husband. McCarthy spent six years as a high school teacher in Minneapolis until—divorced and a single mother—she put herself through law school and became a lawyer. Four years ago, remarried, she decided to give up law and become a full-time wife and mother. "After spending all those years to become independent and self-sufficient and to know that I could support myself, and then to quit and become a dependent wife—that was real scary," she said. She now finds

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'We had all gone through the so-called passages and in a way touched each other a little deeper. It wasn't just a social gathering, it was a catharsis.'

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a creative outlet as a quiltmaker, teaching quiltmaking and exhibiting her work at shows.

"One of my primary values in 1965 was the good old Presbyterian ethic: hard work, play by the rules, do what you're told—and you will become successful," she told her classmates. "I worked really hard at that... I still value that. But I think that now I'm tending to look more at some values that I disregarded or discounted in 1965... I'm looking more at relationships as opposed to following the rules and success by the paycheck. And I find that those are the values that are more important to me now: reconnecting with all of you, and enjoying my family, and planting my garden...."



# Journeys Back to Mac

Those things have more value to me now, and I'm taking time to savor them."

- For Bob Mullen, as for Lance Woodruff, Vietnam was the "watershed event" in his life. In 1965, Mullen, who now owns a group of manufacturing companies in Wichita, was "a red-blooded American boy [who] thought I should be part of the Vietnam War." He enlisted and saw combat as a Marine. Decorated for his combat service, Mullen returned to the U.S. in 1970 "to an uncomfortable homecoming, to people that I expected maybe would be proud that you went or at least pat you on the back. I felt discomfort around people who were not involved in the war but would shy away from you if the discussion came up.

**I** grew to a point where I hated almost everyone.... I'm not exactly sure why I had this feeling, but it was one that lasted for a very long time. I went through a divorce and I probably wasn't a very pleasant person to be around or to live with or to try and deal with." Mullen told of a 1986 reunion with his Vietnam company and a visit to the Vietnam memorial in Washington, D.C., on the same trip. He then astonished everyone who had known him in college: he read three poems he had written, all drawn from his Vietnam experience. One, about the memorial in Washington, concluded: "*Touching that wall I pledge a silent refrain, so many gone now, but never again.*" Mullen, who later in the day showed his slides of Vietnam, told his classmates: "If any of you have kids who want to join the military or go fight in a war, and you need somebody to talk to them about it, I'm your guy."

- Douglas Watson of Burnsville, Minn., spoke last. After listening to Mullen and Woodruff talk about Vietnam, he decided to unburden himself. As "the consummate politician on campus," he used political pull to get out of the draft. The chairman of the draft board placed his file in the "hold" basket for two weeks. It was the time Watson needed to get into the reserves—and avoid the possibility of going to Vietnam. Watson surprised even himself when he said that after burying his feelings of guilt for years, he was "at this moment" realizing and expressing them for the first time.

Watson recalled having his life all planned at Macalester: he would become a lawyer, get married, go into politics. Instead, he went into the hotel-restaurant business (he now recruits executives for hotels); his marriage ended in divorce. In 1988, he had acknowledged a longtime problem: alcoholism. "I decided to take some action on that. In about

two weeks, I will celebrate two years of sobriety," he said, winning a spontaneous burst of applause from his classmates. He was now in a 10-year relationship; he was "learning to reach out to people, to discuss feelings.... I had always been taught that you have to keep things inside of you and you don't dare ask for help—the old 'big boys don't cry' syndrome.... That's a bunch of crap."

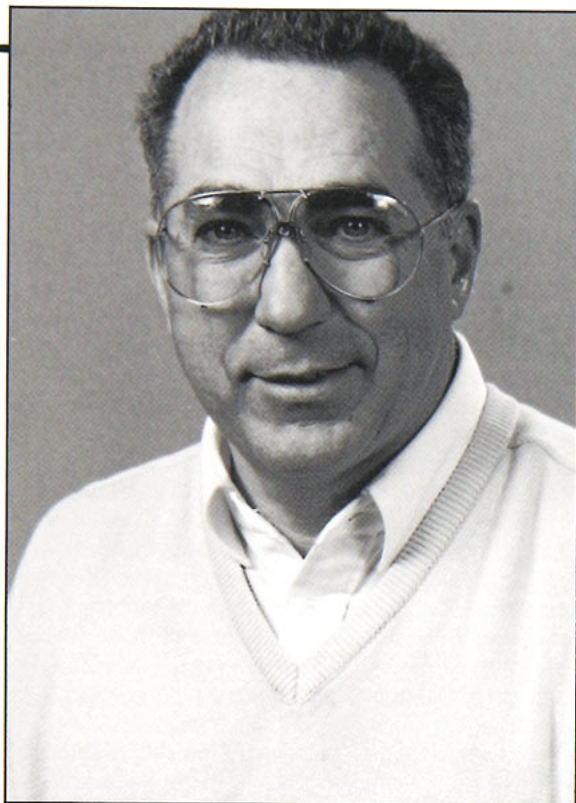
The honesty of the three panel members, and the supportive atmosphere in the room, stirred their classmates to speak. Among them was E. Russell (Rusty) Lynn, Jr., of Arlington, Va., a Presbyterian minister and clinical social worker. Looking at Mullen, Lynn said, "I can't imagine two people more different than you and I are, Bob." And yet, Lynn said, they had both been "outsiders" and shared feelings of fear and hatred because of other people's failure to understand—Mullen as a returning Vietnam veteran and Lynn as a young gay man at Macalester. Some of Lynn's classmates had known he was gay; most had not. He spoke of his



Kay Hutchins McCarthy at home in Excelsior, Minn.

GREG HELGESON



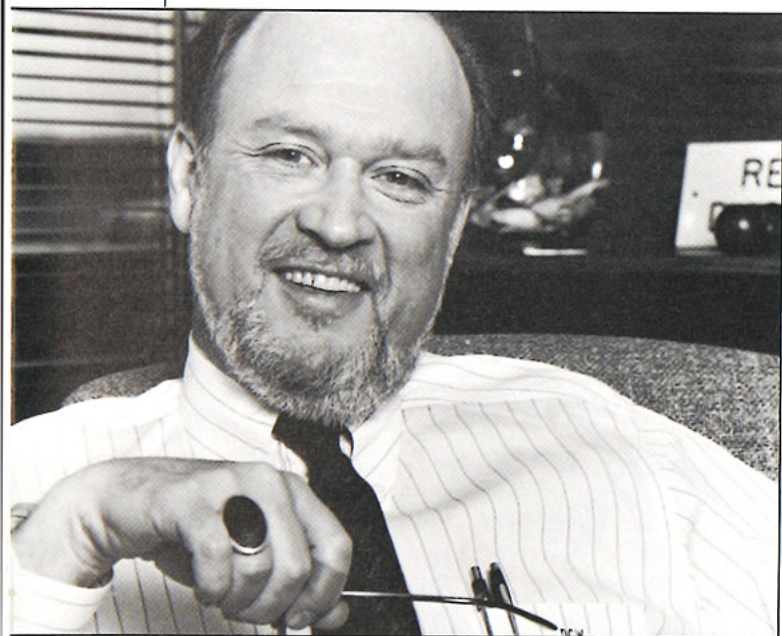


minister and associate director of the Council of Churches in Seattle. "We were given permission, I think, to talk about what was really going on in our lives, and people really responded to that opportunity," Bloom added.

"We had all gone through the so-called passages and in a way touched each other a little deeper," said Stephen Van Drake of Brainerd, Minn., an attorney. "It wasn't just getting together and talking about your accomplishments... but how the Macalester experience had impacted each of us enough that we felt the need to come back together. It wasn't just a social gathering, it was a catharsis." Van Drake was a conscientious objector and anti-war activist during the Vietnam War. Listening to Mullen and Woodruff present their views of Vietnam, "you got a sense of the tragedy from two different perspectives, and also a sense of the healing." He had thought of Mullen during college as "just one of those cold, hard, impersonal jocks. There was a different person, a much fuller person, that I experienced at reunion."

Peter Renstrom, a political science professor at Western Michigan University in Kalamazoo, said the panel "really struck a responsive chord with most people because, like the three of them, we've all had some ups and downs. It was very special that they were willing to kind of bare their lives to people. There was no pretense, none of the kinds

GREG HELGESON



Top: Bob Mullen of Wichita, Kan. Above: Douglas Watson of Burnsville, Minn.

struggle, which continued long after Macalester, to understand and accept himself; about his alcoholism and recovery; about his relationship with his partner, which has now lasted eight years.

Months later, many participants were eager to talk about what made their 25th reunion so special. "What struck me about that experience was that people did not put kind of the best face on their lives, which you often do at a reunion, because of the intention of that day," said David C. Bloom, a

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What was most affirming was to be able to speak honestly about myself with people who had known me when it was much more difficult to be honest.'

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of things that you stereotypically expect at a reunion where people are trying to compare bankbooks or something."

Larry Demarest '64 of Minneapolis, a human resource consultant, and his wife, Sara Orem, worked with the reunion committee to set up the discussion in the library. "The reason it was powerful is that the panel members were totally honest, totally themselves, and that created an atmosphere in which other people felt free to be themselves," Demarest said.

The three panel members spoke later of the warmth and support they felt from their classmates. "It was a magic time," said Kay McCarthy, using a word many other people use to describe what happened in the library that day. "I think the group of us provided a wide spectrum that everybody could identify with somewhere and say, 'This



# Journeys Back to Mac

'Some of our dreams turned out to be fluff; some people were glad their dreams didn't come about because they'd hate to live with them. And it was OK.'

is a picture of our generation.' "

Doug Watson said his generation had been brought up to be guarded about expressing feelings, and only recently had grown more open. What he had said as a member of the panel "just kind of came out, it kind of flowed, it felt good. I was exhausted when I left... I needed to do it."

Bob Mullen thought sharing his feelings as a Vietnam vet with his classmates, his contemporaries, may have been "the final act of dealing with it." "You felt like you were with people who wanted to know, who cared."

**R**usty Lynn, too, felt acceptance. "I hadn't gone to that seminar thinking, 'I'm going to come out to my classmates,'" Lynn said. "But it obviously provided a natural chance for me to do that, which was very healing. I see that seminar—the whole day, actually—as a very healing day." It was "very affirming" to know that many other people had gone through major transitions, even long after college, he said. "What was most affirming was to be able to speak honestly about myself with people who had known me when it was much more difficult to be honest. I felt a great relief."

One reason the reunion happened the way it did may have been age, and the perspective that age—and a wealth of experience—brings. David Bloom went to earlier reunions. "None of them were like this. There are milestones in life. I think 25th reunions are in that category. It is a time when we are aware that we are, in fact, getting older. It is a time when people naturally might begin to do some self-reflection, some introspection about what their lives have meant."

Sonya Anderson said the reunion offered the opportunity to see what became of each other's youthful dreams. "Now we're at the point where a lot of good things have happened but some of the dreams haven't been fulfilled, and we're sort of wanting to check: Did it really matter? How did it come out with you? And what we found was that all of us had gone through some of the same things. Some of our dreams turned out to be fluff; some people were glad their dreams didn't come about

because they'd hate to live with them. And it was OK."

What happened at their reunion, many agree, says a lot about Macalester. Gay Tempas said the entire reunion weekend—from Friday through Sunday morning—recreated the atmosphere of college days. "No matter who we were, you could sit down and speak to somebody from the other side of the world or somebody whose religion you had no experience with, because it was a small, intimate environment in which those things were able to happen."

Tempas, Margo Holen, a learning-disability teacher in Minnetonka, Minn., and others speak of the "bond" that grew between people at Macalester through shared experiences such as going abroad and the values those experiences created. "I've come to realize that we validate one another's existence like no one else can. Because of those shared beliefs, those shared life experiences," said Bob Rudolph of Bloomington, Minn., a high school principal.

For Doug Watson, Macalester was his first exposure "to anyone who was black, to anyone from a foreign land. That set up some values right there." Stephen Van Drake recalled a trip through the Deep South in the summer of '64 with Ambassadors for Friendship, in the company of a student from Kenya. "I was forced to see the South through the eyes of a black person because we were shunned as a group."

"Those of us who chose to go to Macalester did so because Mac was a place where we could grow, in the way we needed to," said Rusty Lynn. Macalester meant "exploring unusual views of the world... a strong commitment to helping people." David Bloom, who has spent more than 12 years with the Council of Churches in Seattle, is contemplating a new direction in his career. Macalester "helped form that kind of life perspective—that you don't just stay in one place."

The reunion also rekindled old friendships. Sonya Anderson initially had no interest in the reunion—"25 years meant nothing to me. But then I started making a couple of calls and I found out it was truly rewarding to reconnect with people." She plans trips with classmates. When Margo Holen was hospitalized for neck surgery two months after the reunion, seven reunion committee members plus other classmates called or came to see her. Peter Renstrom, who like many others had never attended a Macalester reunion, said he is determined not to lose touch again with several friends whom he hadn't seen in years.

The Class of '65 is not through with milestones or each other. There's talk of another reunion—perhaps a giant birthday party in 1993, the year most of the class turns 50. ■





Janet Rajala Nelson

## Head of Her Class

*Janet Rajala Nelson '72 rose to the challenge and became an outstanding individual in a male-dominated profession. Now, she has the challenge of leading Macalester's Alumni Association, made up of 17,000 individualists.*

by Terry Andrews

Janet Rajala Nelson '72 recalls how she settled on math as her college major. "I walked into the English classroom, and there were about 25 students, almost all women. I walked into the math class, and there were six students. I was the only

woman. I said to myself: I think I'll stand out more in this crowd."

It was the kind of decision that typifies Nelson, who has risen to the top of a profession dominated by men. She is president of St. Paul Specialty Underwriting (SPSU), a subsidiary of The St. Paul Companies, Inc., a group of businesses providing insurance and insurance-related products and services worldwide.

Her downtown office, which commands a view of two St. Paul landmarks—the Capitol and the Cathedral—holds a recent photo of her standing next to the smiling host of the TV program "Wild Kingdom." A giant snake is wrapped around their shoulders, the head by Nelson's face. Nelson's expression makes it appear she is having second thoughts about being cheek to cheek with a snake. But "I wasn't cringing out of fear," she explains. "I was surprised at how heavy the snake was. I said I would help hold it, not knowing how much it weighed."

Nelson shoulders responsibility readily. Last June, she began a two-year term as president of Macalester's Alumni Association, a volunteer position she calls a "major commitment." Every alum is automatically a member of the association; the college currently has about 17,000 living alumni.

Nelson's goals are to build on ways alumni can form connections with the college and benefit from such involvement and service. "By getting involved you can experience some of the joy of learning again," she says. "Macalester alums have a chance to revitalize themselves by continuing their contact with the school. The school was—when we were there—and still is the source of energy. The faculty and students are there pushing the perimeters of ideas. For those of us out conducting our lives, there is a tendency for life to fall into patterns. It's exciting to have contact with the college and be sparked in some new way."

Nelson grew up on Minnesota's Iron Range and came to Macalester because she wanted to live in a city. In college she met students with different values, ideas and priorities. "I really liked that," she recalls. "There were a lot of people unlike anybody else I'd ever met. Macalester's internationalism was a unique experience for me. I had scarcely been out of the state. I valued that diversity. I had never experienced it before, and

frankly, have never experienced it since."

What she had in common with other students was a desire for independence. That trait poses a key challenge for her now. Macalester alumni, she explains, "are not joiners. They are individualists. They are not the folks who typically like to go to the pep rallies. The challenge is identifying ways to get involved that appeal to them."

One of the most popular ways is to send faculty out to speak to alumni about current issues. "Whether it's the evolution of the politics of Germany or the Islamic drive coming out of the Mideast, [topical presentations] are very attractive to Macalester alums. It reminds them of why they enjoyed their education at Mac. Alumni should be aware that the college is a resource and reach out to it."

On the flip side, she points out that Macalester needs the resources of its alumni. "It needs our support. Alumni need to realize that supporting it is part of shaping the world of tomorrow."

Two years ago, the Alumni Association's board of directors created a vision statement. "Basically," Nelson says, "it creates that vision of how a Macalester alum can continue to be involved. Our long-range plan is moving us towards that vision. We're not there yet. We're articulating specific goals and objectives. Each year an annual operations plan moves us towards that goal." Nelson, a board member for eight years, spends most of her time orchestrating the efforts of the board's working committees. "I make sure that we stay on track."

Nelson, who is married to J. Thomas Nelson '70, a commercial photographer, has a long history of volunteer involvement with the college. She has supported the Entrepreneurship Program, participated in the Career Explorations Program and was co-chair of the 1987-88 Annual Fund. She volunteered to help with alumni activities a decade ago, not only to keep in touch with the college, but also to relive in some way her years as a student. She was surprised to find Macalester had grown and changed as much as she had. "The fun part for me," she says, "is experiencing Macalester as

*GIVING BACK continued on page 33*

*Terry Andrews is a St. Paul free-lance writer.*



*GIVING BACK continued from page 23*

an entity that has, in fact, changed over time."

When she graduated, Nelson was uncertain about the vocation she would pursue with her math degree. "An actuary," she says, "is not the sort of thing you say you want to grow up to be." She joined The St. Paul Companies as an actuarial trainee in 1973 and rose through the ranks, becoming president of the 220-employee subsidiary in 1989. Now a Fellow of the Casualty Actuarial Society—one of only about 1,000 nationwide—she was honored last June as 1990 Insurance Woman of the Year by the Association of Professional Insurance Women.

Nelson credits her success partly to the math and English courses she took at Macalester—"a powerful combination." Another factor, she says, is "the people who have encouraged me, taken risks with me, let me fall on my face and helped me up again. Nobody succeeds by themselves. You succeed because other people give you opportunities."

As one of the few women in a senior position in her profession, she believes the insurance industry needs to find more opportunities for women and minorities. "I see progress, but it's not an issue that's behind us by any means. There are a lot of women in the industry, but the more senior the position, the less likely a woman holds it. We haven't been successful finding roles for minorities in meaningful positions at more senior levels. We've got a challenge as an industry to do that."

Recalling the diversity she found at Macalester, Nelson believes the insurance industry should "celebrate diversity. To me, diversity is what people bring. There are certain personal styles in which we all behave, certain problem-solving skills we all bring to the tasks at hand. Certainly the skills women bring are different than the ones men bring. We don't all have to do everything the same way. We need to create an environment in which people are free to do something in their own manner. We need to be able to look at the way someone else has solved a problem and say, 'Wow, isn't that exciting! I never would have dreamed of doing it that way.' " ■

*LETTERS continued from inside front cover*

supervisor of music education in the Minneapolis public schools.

Both of us were utterly revolted by the letter, "Message to gay alumni," in the August issue of *Macalester Today*. During my years in administration of the music program in the Minneapolis schools, I administered the Minnesota Multiphasic Personality Inventory to every candidate for a music position in the school system. As a specialist in interpreting personality inventories, I wanted no lesbians or gays on my staff of 130 music educators.

During Lillian's and my years at Macalester, Christian civilization was at a high level. I am certain that there were no homosexuals at Mac in those days.

The founding fathers of our once great United States called it "One Nation Under God"! Today, most church denominations plus left-wing politicians in state and national positions have forgotten those sacred words of George Washington and his colleagues.

All church-related colleges should administer personality inventories to students applying for admission.

C. Wesley Andersen '30  
Nisswa, Minn.

## Research vs. teaching: a plea for balance

I was very interested in the article titled "Debate over research focuses on Macalester" [November *Macalester Today*]. I received my B.A. from Macalester in 1968 and my Ph.D. in exercise physiology in 1972; I did two years of post-doctoral work in Europe, taught at the University of Windsor in Canada for two years, was a clinical physiologist at the Children's Hospital of Buffalo for nine years and am presently at the State University of New York at Buffalo as a faculty member in the department of physical therapy and exercise science.

Through this experience I have been exposed to academic environments ranging from pure research, to primarily teaching, to clinical, and am therefore able to offer a perspective on the "research vs. teaching" debate. Let me say that these two areas must not be mutually exclusive. Doctoral training implies a responsibility to some activity of discovery in the chosen discipline. This

activity provides the opportunity for continued growth and creativity and should allow transfer of state-of-the-art knowledge to our students. Problems arise when one loses perspective on either research or teaching.

The University of Buffalo has an established goal to become "one of the leading public research universities in the Northeast." The means of attaining this status must be through the promotion of individual faculty research, the generation of publications, and of institutional and individual financial support for this enterprise. Promotion and tenure, then, are based on an individual's publication and grant productivity. The astute faculty member soon realizes that efforts in any other areas—for example, teaching and service—are not rewarded and in fact interfere with the generation of publications and money.

The academy, as I had envisioned it with my incurable idealism, is not alive and well at this institution. Let me assure you that this is not the opinion of a disgruntled faculty member unable to succeed in this environment. I have been and will be a productive faculty member. I also have obtained awards from students for my teaching. The means to attain "success" is through a selfishness that must exclude time for teaching innovation or showing unusual concern for students and that creates a climate of mistrust among colleagues. The sacrifice to attain "success" in the research community is an inability to take the time to be a fully caring human being to students and colleagues. At Macalester the concern for the individual was taught and was demonstrated by most faculty members as an ideal we should attempt to attain.

My plea is that Macalester find and maintain that balance that President Gavin spoke about at his inauguration. Macalester is an excellent site for undergraduate education in its finest, broadest definition and must resist the temptation to go too far to attain the perceived glimmers associated with an emphasis on research. Leave that up to the institutions who have made the decision to become research-oriented and are willing to sacrifice undergraduate education for this orientation.

Frank Cerny '68  
Buffalo, N.Y.





## Reunification in Germany

Macalester alums make their mark in life, although not always as boldly as this trio did in May 1990. **Helga L. Ying '87** (left) of Terre Haute, Ind., was in Germany on a Fulbright scholarship, researching international business management, when she reunited with two friends, **Laura R. Unger '86** (center) of Bethesda, Md., and **Karin J. Shepardson '86** of Melrose, Mass.

"We spent much of our time in Berlin, experiencing part of the excitement of [1990's] historical events prior to the reunification of Germany," Helga wrote. "We took part in 'tearing down' the Berlin Wall, but before we started chipping away with our hammers, we also decided to spray paint (on what was left of the wall) a message to Macalester!"

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